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ABSTRACT

The prevention of resegregation should be planned during the implementation of desegregation so that integration can be fully achieved. Although white flight and housing patterns influence resegregation in schools, it may also be linked to suspensions and expulsions, tracking, and testing and classification procedures. In order to prevent resegregation, teachers need to undergo extensive staff development about minority student characteristics; undergo training on teaching techniques that match the learning styles of minority students; and utilize community resources. In addition, new curriculum guides must be developed and more minority personnel hired. The New Brunswick Education Association has attempted such a teacher training program under its Community Action Regarding Education (CARE) Project. The Denver Public Schools also focused on the retraining of teachers. In the Denver plan it was recognized that staff integration and the prevention of staff resegregation are as important as student integration. Other important recommendations for promoting quality integration and preventing resegregation have been made by Dr. Boyd Bosma of the National Education Association's Teacher Rights Division. The Institute for Teacher Leadership (ITI) has developed a model training program based on the development of a group of 50 teacher leaders and 50 community and student spokespersons. (Author/MC)

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THE PREVENTION OF RESEGREGATION: STRATEGIES FOR TEACHERS

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Introduction

The Institute for Teacher Leadership (ITL) has agreed with the National Institute for Education (NIE) to address the issue of resegregation and the role of the classroom teacher.

There are casual factors for resegregation resulting in white flight; such as Goldberg's[1] belief that it is an urban environmental condition. That aspect will not be dealt with in this paper, nor will Cooper's[2] definition of separatist movements. Rather this paper will limit consideration to the aspects of resegregation within a school system that have been developed for NIE by Issac in the position paper Resegregation: A Second Generation School Desegregation Issue.

ITL takes the point of view that resegregation should not be a problem to be dealt with during the second generation, but that its prevention should be planned during the implementation of desegregation so that integration can be fully achieved. ITL convened a conference of teacher leaders in California to address this issue. The results of this conference serve as a basis for this paper. It should be noted, however, that the outcomes from this conference were mixed. On the positive side were key actors in the Los Angeles desegregation planning, such as the President of the Board of Education. Others included the Board's Citizens Advisory Committee on Student Integration (CACSI), which stated they were not aware of the importance of the prevention aspect until the conference and were determined to deal with the problem on a first generation level.

Others, on the negative side, stressed that the teachers role in prevention is difficult and complex. They considered it a

monumental task to simplify the teacher's role into a plan of action, thus making a simple clear plan of action for this paper to be most difficult.

What follows is a review of the information available, prepared previously for conferences on integration issues, followed by a commentary based on interviews with teacher leaders in the field, and ending with a brief description of the ITL Training Model.

Resegregation in Schools

Although white flight and housing patterns affect integration and may ultimately influence resegregation, there are conditions that occur outside of school. Many integration authorities believe that resegregation in schools may be closely linked to suspensions and expulsion, tracking, and testing and classification procedures. For example in a 1973 Inequality in Education article, Winifred Green examined testing and tracking as causes of resegregation. Green reported that the Status of School Desegregation report of 1970 monitored 467 school districts in the South, and

> "reported that segregation occured in 35% of the high school classrooms. Segregation, in these instances was defended on the basis of tests. Usually tests were administered for the first time when desegregation occurred. Higher tracts were predominately white and had white teachers, lower tracts were predominately black and had black teachers."3

As a result of such testing procedures children are classified and segregated. A common tool of classification in past years was the Intelligence Quotient (IQ) testing. IQ testing and other tests (e.g. reading tests, placement tests, etc) were normed on middle class white youngsters. Jerome Kagan, discussing

cultural bias and IQ testing, points out that available IQ tests are culturally biased instruments. As an example,

> "If the Weschler Scales were translated into Spanish and Chinese and given to every ten year old in Latin America, East Africa, or China, the majority would obtain IQ scores in the mentally retarded range. It seems intuitively incorrect to conclude that most of the children in the world are retarded with the exception of middle class Americans and Europeans."[4]

Kagan believes that the sources of error in testing Black and Chicano students lies in the inadequacy of the instruments to account for individual differences in 1) cultural upbringing; 2) experiences; 3) differential familiarity with grammar; and/or 4) the middle class examiners' pronunciation when asking questions. Kagan dispells the myth that heredity accounts for variation in IQ's:

> "The differences in IQ between a black and white child can best be explained as a result of serious cultural bias in the tests."[5]

As a result of such testing, minority students are labeled as "mentally deficient" and isolated in low curriculum tracks. Dave Mercer found that standardized testing violates the rights of children to be 1) evaluated within a culturally appropriate normative framework; 2) evaluated as multi-dimensional beings; 3) fully educated; and 4) free from stigmatized labels.[6]

Another factor that promotes resegregation is student suspensions and expulsions. A 1977 NIE position paper entitled Resegregation: A Second Generation School Desegregation Issue in examination of a 1975 report of the Children's Defense Fund, points out that more than one million students were suspended at some time during the 1972-1973 academic year. Of these students the largest majority were from secondary schools, where one out of every thirteen had been suspended at least once. At this time, data reveals that

black students were suspended at more than twice the rate of any other racial or ethnic group. The defense fund suggests that the difference in rate is due

> "in large parts to the result and parcel of a pervasive intolerance by school officials for all students who are different in a number of ways."

A study conducted by the National Education Association supports the Defense Fund findings, while adding further statistics. Findings of this study report that the minority expulsion rate was:

" 1) double the non-minority rate in 31 districts;
2) triple the non-minority rate in 26 districts;
3) quadruple the non-minority rate in 16 districts;
4) five to ten times the non-minority rate in 25 districts; and
5) greater than ten times the non-minority rate in 25 districts.

Strategies for Teachers

The role of the teacher in achieving integration is complex. It involves knowing of and facilitating the changing needs of students, parents, the community, the school district and other teachers. Thus, a teacher must become a facilitator, setting the tone for integration and the learning environment while internally accepting integration and striving to meet the individual needs of students without tracking or labeling.

After an exhaustive search of the literature one finds that there a very little research strategies or materials available for teachers dealing with the prevention of resegregation. A significant amount of what is available was prepared for ITL conferences on crisis prevention and on resegregation.

Leonard Valverde from the University of Texas, cites five areas to aid teachers in preventing resegregation. These areas include that teachers as well as administrators (1) "undergo extensive staff development about minority student characteristics; (2) develop new curriculum guides; (3) undergo training of teaching techniques

that match the learning styles of minority students; (4) more effectively utilize community resources; (5) hire more minority personnel as instructional and administrative staff."[7]

The primary targets of the above areas involve the individual change of groups or categories of individuals as well as the changing or altering of ideas. To accomplish change, integration training must be given to teachers, administrators, school board members, counselors, support staff, bus drivers, clerical, members of community groups, public officials, local businessmen and clergy, as well as parents and students. The primary goal of such training must be for the purpose of changing or altering old beliefs resulting from the fear of the unknown and myths about desegregation. New ideas and feelings about society, the community and school, race, class and sex roles, must be learned. In addition, strategies must help people plan for and distinguish between "immediate advantages" and "long range advantages".

This can be achieved by teachers building peer support systems and lobbying for their school districts to provide released time for the exchanging of ideas, participation in inservice activities and pertinent training, and planning of relevant curriculum.

Few educational associations or unions have developed programs to train teachers in coping, planning and implementing strategies which will promote integration and prevent resegregation. The only other project presently known comes out of the New Brunswick Education Association in New Jersey and was titled the Community Action Regarding Education Project (CARE).

New Brunswick CARE Project

The project was funded in 1973 under the Title VII, Emergency

School Aid Act(ESAA), and involved the training of 800 teachers and numerous community members over a three year period. The outcomes of the project included the following: 1) teachers received intensive training in the area of human relations; 2) teachers became actively involved in twenty or more community and school based activities or programs; 3) teachers were able to transfer their human relation skills to their everyday classroom activities; 4) teachers gained knowledge of community problems and needs in New Brunswick; 5) the involvement of students and community people in the project heightened their awareness of the problems and needs of the school and community; and 6) the New Brunswick Association Project has had both state and natural umpact.

To achieve the above outcomes, the Project isolated and then dealt with the following assessed teacher, student, parent and community needs: 1) To reduce racial isolation by encouraging white and middle class students to remain in the public schools. This was achieve by increasing the student, parent, community and teacher involvement in proposing solutions and implementing programs to increase accurate communication between the school and community. And through the sensitizing of the New Brunswick teacher staff to a better understanding of intergroup hostility and tension in the school and the school community. 2) To prevent "white flight" the project examined differences among groups and individuals that are often the sources of conflict and tensions and put emphasis on helping young people acquire not only better views of other persons, but better and self-supporting views of themselves.

Another strategy employed by the project was the hiring of project staff that included teacher leaders and teachers. These staff members were trained (by the project) in curriculum alternatives for teachers,

planning of parent/student activities, human rights activities, conflict dynamics and the handling of school unrest situations. Workshops were designed and revolved around a plan of action and involvement. Each workshop followed a specific format: objective statement and a timeline. For each cycle session, the program plan clearly defined how the classroom and community were to be involved. As a result 19 programs were developed by the staff and project leadership. They included: a day care project, an intramural program, a newsletter, housing in New Brunswick, Big Brothers/Big Sisters Program, a public relations program, ethnic festival program, community drama productions, human relations development, humanizing education and classroom management service, community involvement via a teacher volunteer group, Puerto Rican ethnic studies project, ethnic contributions to New Brunswick, parent group project, health fair project, political and social awareness program, absentee and hotline project, and the consumer and community project.

Content of workshops also centered around the role of the facilitator, activities for serving as group facilitator, role playing, brainstorming techniques, small and large group discussion, feedback, force field analysis, action planning, consensus, decision making, communication, listening, problem solving, goal setting and simulation.

Denver Public Schools

The Denver Public Schools focused on the training of teachers, though on a much smaller scale; retraining of teachers was based primarily on results of a questionnaire sent to elementary school personnel. The questionnaire asked teachers to list the workshops they would like to see sponsored. Their responses are indicated on the

list below:[8]

1. Cultural differences, awareness, values; minority cultures/ multicultural, bilingual-bicultural;

2. Human relations and staff development - better understanding between teacher-teacher and teacher-administrator;

3. Communication skills - role assessment, role playing, etc;

4. Workshops involving parents-teacher-students for improving relationships;

5. Values clarification:

6. Closer coordination, workshops, problem solving between paired schools;

7. Individualizing instruction;

8. How to improve student's self-image, confidence, etc;

9. Discipline; and

10. Community involvement.

The excerpt below from The Human Relations Guide of the Denver Public Schools, indicates the broad and inclusive focus of some of the retraining programs. [9]

Conduct programs to promote teacher and staff preparation.

1. Designate minimum days for in-service activities including or specifically for, intergroup education.

2. Conduct mini-workshops of faculty study groups during preparation periods. Consider scheduling them monthly or quarterly.

3. Use consultant services of different local colleges for workshop sessions.

4. Conduct staff orientation meetings to interpret new materials and methods.

5. Begin your own reading program in the human relations area. Set a minimum amount of reading to be done.

6. Establish a professional relationship with teachers of other races for mutual exchange of information.

7. Take courses in intergroup education through district in-service or local university courses.

The Human Relations Guide stressed that no matter how well designed retraining programs are, they will not work without support from district and community leaders.

Other strategies in Denver involved the 1) fostering of positive student-teacher attitudes; 2) selective pairing of students by teachers 3) student, teacher and parent participation in the decision processes of the school; 4) relevant course offerings for minorities; 5) fostering of student feelings of school loyalty; 6) more pluralistic, energetic and politically risky strategies in dealing with classroom problems; 7) implementation of teaching methods to meet a wide range of student interests, ethnic backgrounds, and learning styles; 8) the development of alternative schools; 9) sponsoring community forums; 10) formation of political action groups; 11) development of workshops on the mediation process; 12) distribution of school/community newsletter; 13) development of teacher centers for teacher exchange ideas; 14) implementation of a hotline as another means of communication; and 15) utilization in the classroom of flexible and interchangeable groups for implementing "some" instructional practices.

In addition teachers must acquaint themselves with the integration plan developed by their district. As an example HEW required that district plans include in their proposals:[10]

1. A plan by which teachers will be assigned so that the percentage of minority teachers at each elementary or secondary school will approximate within five per cent the percentage of minority group elementary or secondary teachers in the districts by a specific year, and specifications or the procedures by which the goal will be achieved.

2. A provision that no teacher will be reassigned to a position which he or she is not qualified (e.g. math teacher to history classes).
3. A provision that no reassignment of any certified staff member is accompanied by demotion or loss of salary.
4. A provision that the qualifications of teachers will be considered when making reassignments so that the availability of equal educational opportunities is substantially the same in all schools; the assignment of less-qualified teachers disproportionately to predominantly minority group schools would constitute a denial of equal educational opportunity prohibited by Title VI.
5. An assurance that the district will maintain nondiscriminatory recruitment, hiring, and assignment practices.
6. A provision for the continued monitoring of staff assignments, so that individual school staffs will reflect any changes which might occur each year in the racial or ethnic composition of the total staff of the district.

Staff integration and the prevention of staff resegregation is equally as important as student integration. Workshops fostering staff (teaching staff) integration should include the following ideas:[11]

1) Isolation of specific cultures does not facilitate multicultural awareness. Groups and individuals need experiences which demonstrate the borrowing and sharing within and between cultures and the range of diversity with a specific racial, ethnic, sex or language group;
2) Principles and practices in multiculturalism are applicable for

all children - not just for minorities. Every group needs to have all experiences with the reality of diversity in the United States, as well as diversity to countries outside of the United States:

3) Teachers must reflect change perceptions in their professional behavior, as close as the immediate classroom environment in bulletin boards, intra-class grouping, resource materials, etc.

4) Teacher leaders and teachers must be active in articulation awareness of constraints to viable responses in professional attitutes and historic and present reactions to cultural differences within the school community.

5) The school environment must serve to socialize teachers, students and the community to new approaches and strategies which deal with the integrity of diversity.

6) Teacher leaders and teachers should promote exposure of the professional community to variations in human, linguistic, and material resources, in a way that respects individuals and groups on various socio-economic statuses...(i.e., there's a tendency to look for the credentialed leader and circumvent the community participant as a resource).

7) Teachers should meet with parents and encourage their interest in multicultural strategies through letters, phone calls, personal accessibility, and teacher-parent conferences.

8) Attention should be directed at reactions to culture in listening, looking, communicating, and interpersonal style. (It was suggested that educators assess with students and parents and colleagues if professional style in interacting is constructiv

9) Teachers must establish an atmosphere which promotes the development of diverse perspectives. This implies methods which

facilitate an individualized response to a content area in ways which encourage the use of experiences learned in the home community.

10) The reversal of racism happens when teachers and teacher leaders stop reacting and begin acting to respond to what is the human rights movement.

If educators and their clients are going to face living in a multicultural society, they need to be able to reflect and to act. For what is learned in school is not only cognitive but feelings, attitudes, relationships and responses are also learned. Hence, the activities and behaviors of teachers are developed, often unconsciously, from their own lives. Therefore, it is crucial for teachers to realize the derivation of their own values and understand what they are, if they are to be sensitive to the impact of instructional behavior on students and to understand the professional's role in our multicultural society.

Bosma Presentation

Other important material on this issue was presented by Dr. Boyd Bosma, Teacher Rights Division, National Education Association to the National Institute of Education Conference on School Desegregation in Metropolitan Areas, Washington, D.C., 1977. Dr. Bosma states: [12]

> "While teachers and teacher associations have generally given consistent support to desegregation efforts and the quest for equal educational opportunity, increasing questions are being asked as desegregation continues. Because teachers essentially serve on the front lines in dealing with boards of education, school administrators, parents , and students, they are acutely conscious of problems affecting educational quality and the rights of students and themselves as desegregation is implemented.
>
> Although many of the problems affecting teachers which arise in metropolitan desegregation are much the same as those found in the single-district desegregation situations, there are now new problems. All of them, new or not, tend to be more severe, especially in situations which have been characterized by extended confrontation, controversy, and little planning for constructive

change across the involved communities. Teachers are affected directly by almost every decision made in the desegregation process, but all to often are ignored or treated as though they have no legitimate interest in what happens in their schools. In particular, teachers play a primary role in determining whether or not quality education will exist in desegregated/integrated school. Their morale, their support for positive change are essential ingredients in bringing into reality the promises implied in all of our efforts to bring about quality integrated education in our nation's schools.

Problems associated with desegregation/integration generally fall within three major categories: rights issues, quality education and equal opportunity, and teacher associations have learned to build their own strategies accordingly. The protection of the rights of all concerned is a fundamental precept if desegregation is to fulfill its promise; teachers are particularly concerned that good educational programs and stable schools prevail after desegregation is implemented; and the provision of equal educational opportunity, with the removal of all vestiges of discrimination, is so obvious a condition of good education that it is surprising it must still be stated. The attainment of any of these three conditions requires the attainment of the other; they are inextricably interrelated and interdependent."

Dr. Bosma also presented the following recommendations to promote quality integration and prevent resegreagtion.

Teacher Rights

1. Teachers and teacher associations should be involved in all desegregation planning activities.
2. Opportunities should be provided for teacher input and involvement at all levels of decision-making within the local district as well as in regional or state planning activities.
3. Teacher representatives should be selected or elected by constituent teacher associations, not be administrators or other parties, in the interests of fairness, representativeness, and accountability.
4. Negotiated contract rights should be respected at all times. Any changes in established procedures should be negotiated through mutual agreement. If state law forbids collective bargaining, procedures

should be established to assure consensus among the consent by the parties before the imposition of new requirements.

5. Where more than one teacher association exists in the districts to be joined, opportunities should be sought to bring them together in advance. Procedures for merger and/or representation elections should be carefully negotiated. If rival teacher groups exist, it may be necessary for third parties to sponsor forums which can bring them together in productive circumstances.
6. In transfer and reassignment of teachers:
   a. Advance notice of policy changes or actions to be taken should be provided for all teachers.
   b. Voluntary transfers should be sought first; if these are not sufficient, mandatory transfers should follow only under carefully defined conditions.
   c. All teahcers, including those not projected for transfer, should be surveyed in advance and given opportunities for reassignment whether or not for purposes of racial/ethnic balance.
   d. Procedures should be sought to balance as much as possible teacher experience and qualifications among all schools in the metropolitan system.
   e. Separate guidelines for voluntary and involuntary transfer should be agreed on in advance and provided to all teachers.
   f. The district(s) should consider additional compensation or some level of flexibilty in hardship cases, provided changes of favoritism or inconsistency.
   g. Where possible, transferred teachers should be reassigned in teams to provide, mutual support and to facilitate readjustment.

h. A special group could be established with authority to act quickly to resolve transfer-related problems. If grievance processes have previously been established, such groups should be supplementary, with teachers retaining the right to revert to the regular grievance process if satisfactory resolution of difficulties has not been achieved.

i. Building principals should not under any circumstances have the right of final approval on transfers to teacher assignments during the period of desegregation. Teacher assignments are a district-level responsibility, and any procedures should be based solely on objective criteria.

j. Standardized tests such as the National Teacher Examination have no appropriate use in determining teacher assignments, hiring, certification, retention, promotion, or dismissal.

k. If teacher contracts in merging districts offer disparate benefits, no teacher should lose benefits previously contracted. In the event of salary differentials, salary should be equalized at the higher rate for all teachers for the remaining period of the contract.

7. As soon as possible joint meetings and orientation of school staffs should be arranged.

8. Changes of any kind should be arranged as much as possible to avoid disruption of existing staffs and special programs.

9. Minority teacher isolation should be avoided as much as possible; pairs and threes should be considered as a minimum in even the smallest schools.

10. The administration should seek opportunities to improve and sustain teacher morale wherever possible.

11. Adequate and relevant inservice programs should be provided based on

identified teacher needs and priorities and with appropriate teacher input and involvement at all stages.

12. Information provided should be timely, accurate, and informative; secrecy has no place in desegregation planning.

Quality education

1. Workshops, conferences, and training programs should be offered at every opportunity on a wide variety of topics such as new curriculum approaches, bilingual/bicultural education, community relations and involvement, federal program resources, discipline, and conflict intervention techniques. Except where absolutely necessary, they should not be mandatory. Release time and/or extra pay should be available to stimulate maximum participation.
2. Available resources should be utilized, including state Title VI programs, General Assistance Centers, university and college programs, state and regional educational departments, professional associations, and community organizations.
3. Available funding should be sought and utilized, expecially ESAA funds.
4. Input of community organizations and coalitions should be sought. Early establishment of advisory committees on the ESAA model can be done prior to application for federal funds.
5. Surveys and needs assessments should be conducted with students, teachers, parents, and others.
6. The resources of other persons in the schools, including school health personnel, school security officers, special services, and community agents should be utilized.
7. Any monies for special purposes related to desegregation should be used for educational purposes related to desegregation, not

to fix parking lots or gym roofs.

8. Advance planning should be conducted among a wide number of groups, community organizations, and coalitions. Application by non-profit organizations for ESAA programs in support of desegregation plans should be encouraged.
9. Hearings among various groups and in different neighborhoods can help to identify potential problems and serve to build community support.
10. The needs and perspectives of ethnic and non-Black minority groups should be respected and sought in addition to the positions of Black and White spokespersons. The tri-ethnic committees established by the courts in some Southwestern cities offer a beginning model.
11. Inservice education programs for teachers should be organized for cooperative planning purposes, not solely for imparting information or providing sounding boards for outside speakers and consultants.
12. Texbooks and curriculum materials used in all schools should be updated and evaluated for their appropriateness for a desegregated student body.

Equal Opportunity

1. All vestiges of discrimination or segregation should have been eliminated in the merged school system(s).
2. Where possible, standardized, norm-based tests should be eliminated throughout the period of desegregation, and probably forever. Under no circumstances should ability grouping or tracking programs be established or continued, especially where a disproportionate effect on minority students can be demonstrated or where assignments do not have a clear, direct

relationship to identified individual student needs.

3. Counselors and building principals should receive special training in working with students from diverse groups.
4. Affirmative actions programs should be established to ensure that school staffs are representative of the student populations and communities being served.
5. Equity for minority students, teachers, and communities should be sought in all activities related to desegregation.
6. Adequate and relevant programs, curriculum offerings, and learning materials should be available in all schools, especially those receiving transferred students.
7. The double standard in discipline should be avoided at all costs. Students sense hypocrisy and insincerity and react accordingly. Clearly defined codes of student rights and responsibilities should should be jointly prepared.
8. Suspensions and expulsions should be abolished except perhaps in instances clearly related to the safety of other students. Alternative in-school activites should be established where possible if it is necessary to remove students from a classroom or school situation.
9. Students should have ready access to services, structures, and personnel devoted to protection of rights and assistance with resolution of problems. Some examples include ombudspersons, student grievance committees and procedures, school security personnel, and special counselors.
10. Human relations programs with students should be planned and designed to bring students together and to avoid as much as possible to development of "territories" and "ownership".

11. Clubs, sports and after-school activities in both sending and receiving schools should be planned so as to maximize opportunities for intergroup interaction.
12. Administrative leadership should be facilitative rather than directive; supportive rather than punitive.

Commentary

As seen in the literature review, there are only a few persons that have addressed the issue of resegregation. Of these persons there is a commonality on only one process for resolution: that in-service training or whatever else the education process may be termed, should be given to both teachers and the community. This in-service must include discussion(s) of the desegregation process, and the casual factors of resegregation.

However, the problem with this approach rests in its implementation. In-service for teachers is often negately met by teachers. The most common complaint by teachers is that the in-servicing meets the needs of the offerer and not the attendee. Teachers attribute this to the premise that if teachers are not given ownership in the planning then they are as inclined as any other group to be apathetic, and not regard themselves as part of the solution.

In the issue of resegregation, awareness of the problem and an understanding of what to do to prevent its occurence is rather limited. The entire issue, like any American issue, is more likely to be examined and dealt with by the leadership of various interest groups. Thus, solutions to many issues are based on the self-interest of the group, be it civil/human rights, government bureaucracies, school districts, unions, chambers of commerce, and so forth.

Therefore, it is most appropriate that those of us who are aware of the problem - government officials, educational leaders, civil and human rights leaders - direct the problem of resegregation toward the self interest of teacher leaders and the groups they represent.

One model for influencing teacher leaders is at the organizational level. Addressing opinion makers such as committee chairpersons, is

generally a good starting place. A desegregation policy committee could be formed from this group. This committee could relate model policies to issues of self interest and then proceed with a process of information gathering and investigating issues ranging from student and teacher racial and ethnic isolation and imbalances, to problems of class size and reduction solutions.

Solution

Teachers need to know what the criteria for resegregation are, how to recognize incidents of resegregation and how to develop and implement recommendations for the prevention of resegregation. They need to be able to evaluate discrimination and/or the consequences of resegregation for training and learning, such as adverse treatment of "different" students (handicapped, ethnic, etc.)

Workshops and seminars, both small and large group, need to be planned and conducted for teachers by teachers. To accomplish this end, teacher leaders and advocates must receive skills and knowledge (if they do not already have them) to actively work in schools, providing training for other teachers. Thus, a trainer of trainers model must be developed and implemented.

In the Los Angeles Unified School District, an extensive needs assessment, conducted through teacher interviews and questionaires, revealed that both elementary and secondary teachers faced with desegregation wanted training in the following areas: 1) Group processes; 2) Communication skills; 3) Assertive discipline; 4) Human relations; 5) Cultural awareness; 6) Strategies and techniques for assisting other teachers affected by the District's Integration Plan.

In addition, teachers stressed a need to discuss: 1) Ethnic and cultural identity; 2) Basic communication techniques; 3)

The problem solving process; 4) Student, parent and community group relations; 5) Values and goal clarification; 6) Team building activities; 7) Minority involvement in desegregation; 8) Management planning; and 9) Identifying and use of community resources.

The issue of resegregation was generally not mentioned and until the Conference on Resegregation was not regarded as an issue of immediate importance, nor was it understood.

Teachers have also expressed the need to develop skills for interacting with the community. To accomplish this task, teachers and the community need to meet, either through formal meetings such as community/teacher forums or through informal meeting. Teachers also need to develop skills in the areas of crisis prevention, management, and group dynamics.

ITL SCHOOL/COMMUNITY TRAINING MODEL

Based on these recommendations ITL has been developing a model training program for teacher leaders. This model is now in the implementation stages and has won broad support among teachers, school administrators and board, and community groups; and can be modeled in other cities if the process of working with teacher leadership is followed in a significant and meaningful manner.

For a period of over a year the organizational leadership of UTLA has supported conferences and workshops on integration issues. The purposes of the conferences were to: 1) raise the consciousness level of the teacher leaders about hte importance of their playing an active rather than passive role in integration, and 2) to receive feedback about the needs of teachers in this issue area.

Without being judgemental about the various perceptions of the problem, the ITL staff developed a program which focused on teacher issues, was supportive of teachers, and supported the school District's Integration Plan. Content for this program stemmed from both a formalized written needs assessment and extensive teacher interviews.

Rather than start with a traditional human relations training program, however, ITL focused on the development of a cadre of 50 teacher leaders and 50 community and student spokespersons in two important areas: 1) communication, and 2) self awareness. This was done prior to the implementation of a program which covered the subjects mentioned above, elements of which are found in many traditional programs.

Some of the particulars of the training involved personal development (strong self worth, self acceptance, flexibility, ability to develop strong relationships), personal accountability, keeping agreements, study of limiting belief systems, positive point of view towards life, handling negative feelings such as resentment and hostility, willingness to appreciate other points of view, and handling of issues from a position of positiveness and personal power.

The underlying principle is that to be an effective spokesperson for a major social effort, leaders who would be focal points for change should be personally integrated and able to put aside their egos and personal biases during the training program as well as be well grounded as a person, lending authority and credibility to the training program.

Therefore the trainers of trainers (or workshop leaders) needed to go through a supportive and intensive program for their own development prior to becoming information disseminators to others.

While the ITL training trainers (the cadre of 50 teachers and 50 community leaders and students) did not all agree on the need for this additional training beforehand, almost all uncategorically state that they are more effective in dealing with other people, group processes, communications, assertiveness---in short, more effective information disseminators and group facillitators as a result of having received such training.

Another major difference is that this training of trainers is based on an experiential process rather than on a standard didactic methodology. Thus, rather than lecture about resegregation and who is responsible for its occurence and resolution, an experiential process was developed that is not only graphically instructive but leads participants to know that resolution rests with them.

It is this difference in approach that is being evaluated and perhaps strengthened during the coming months that we believe will make a major and effective difference in an integration training program.

It is highly important that the responsibility for preventing resegregation, thus transforming a desegregation process to integrated schools, be placed with all concerned, and that it be understood that it concerns all.

FOOTNOTES

1. Goldberg, Herman R., The Dilemna of Desegregation/ Resegregation, February 24, 1974, Speech at the American Association of School Administrator's Meeting, Atlanta City, New Jersey.

2. Cooper, Charles R., Four Key Issues in 1969-1970 School Integration Crisis, National Association of Secondary School

3. Green, Winifred, Separate and Unequal Again, Inequality in Education Center for Law and Education, Harvard University, July 1973.

4. Kagen, Jerome, I.Q. Puzzle: What are We Measuring, Inequality in Education Center for Law and Education, Harvard University, July 1973.

5. Ibid.

6. Ibid.

7. Valverde, Leonard A., Paper presented at the Desegregation/ Resegregation Prevention Conference, Los Angeles, California, March 25, 1977.

8. National Center for Quality Integrated Education, New Brunswick Education Association's ESAA/NPO Project, A School/Community Desegregation Project, 1974-1976, pp. 3-13.

9. Ibid.

10. Ibid.

11. Ibid.

12. Bosma, Boyd, Teacher Rights and Involvement in School Desegregation, Desegregation: Conflict Prevention; The Role of the Teacher, Monograph, Institute for Teacher Leadership, July 1977.

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